West End Schools: Implementation of Literacy Strategies

**Pre-lesson Discussion**

Grade level \_\_\_\_\_\_

Lesson Delivery, Observation and Reflection Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Model Classroom:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s classroom at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School

**Purpose of this project:**

**Student outcomes:**

1. to increase students’ literacy skills

**Teacher outcomes:**

1. to increase the extent to which explicit literacy instruction is embedded into Social Studies and Science classes
2. to support in implementing critical thinking and assessment AS learning as part of everyday practice
3. to enhance observation skills

**Outcomes of the delivery, observation and reflection:**

1. to observe one way that a lesson might be taught
2. to determine the impact of explicit literacy instruction on students’ content comprehension during this particular lesson
3. to determine the impact of critical thinking and assessment AS learning on student engagement and learning
4. to determine additional supports or tweaks to the lesson plan that may be required to engage all students in the lesson

**Process:**

1. **The Pre-lesson Discussion:**
2. Clarify the roles of the facilitator, classroom teacher and other observers (i.e. grade level teachers, learning coaches, principal) during the lesson delivery.

Role of:

* Facilitator- teach the lesson; classroom management to support teaching of the lesson
* Classroom teacher- deal with disciplinary issues that may arise; observe identified students (i.e. watch and listen); take notes
* Other observers- observe identified students (i.e. watch and listen); take notes; remain as invisible as possible (try not to interact with students)

1. Read through the rest of this document AND the lesson that was developed by the facilitator.
2. **Lesson Delivery, Observation and Reflection AND Continuing the process …**
3. During the lesson delivery, observers take notes on the *Observations and Inference*s Chart.
4. After the lesson delivery, the facilitator and observers reflect on the lesson, analyzing the observations and drawing plausible inferences.

* Individual time to think and finish recording notes
* Group sharing process

1. The facilitator and observers tweak the lesson as needed, in preparation for the observers to teach it in their own classrooms.

Teachers also determine:

* A date by which they will all teach the lesson
* DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* A meeting date, where they will reconvene to:
  1. reflect on how the lesson went in their own classrooms, and
  2. develop a second lesson together (embedding the same literacy strategy)
* DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Teach the second lesson and then debrief with the learning coach.

Learning Coach will determine DATES with each individual teacher.

1. Optional and highly recommended:

Continue to develop lessons together with a new literacy strategy, or as time permits.